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ABSTRACT

As part of a continuing assessment of the flexible calendar at El Camino College (California) that provided ten days during the academic year for staff development, two surveys were undertaken in 1977-78. Approximately 750 faculty evaluation questionnaires on staff development, divided into three parts, were distributed to full- and part-time certificated personnel; of the 23% that responded, most were full-time faculty. About 75% of the respondents felt that the staff development program had been beneficial. Other parts of the questionnaire contained open-ended items soliciting comments on positive and negative aspects of the program, and compared actual attendance at staff development activities with previously expressed interest. In January 1978, 14 college administrators were interviewed on their points of view relative to staff development and suggestions for improvement. In February 1978, the Calendar Committee reviewed survey results and the possibility of remaining on the flexible schedule. After weighing the advantages and disadvantages of several options, and noting that participation in staff development activities was lower than expressed interest and that a significant drop in student enrollment might have been related to the early start calendar, the committee voted to return to the traditional calendar and finalized a 1978-79 schedule eliminating the staff development period, feeling it productive for only a minority of faculty. (TR)

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FLEXIBLE CALENDAR AND STAFF DEVELOPMENT

1977-1978

Marc Glucksman

EL CAMINO COLLEGE

March 27, 1978

JC 780 317

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CHAPTER 1

INTRODUCTION

El Camino College is one of the six California community colleges participating in the flexible calendar experimental program. The 1977-78 academic year was divided into 165 teaching days plus 10 student-free days devoted to staff development activities. Two of the 10 days preceded the fall semester, which began during the third week of August and ended before Christmas. The remaining eight days were scheduled in one block before the beginning of the spring semester on January 30, 1978.

A college Staff Development Committee consisting of division deans and faculty representatives met initially on October 20, 1977. A Flexible Calendar Program: First Year Progress Report, 1976-1977 (Chancellor's Office, Sacramento, August, 1977) was distributed and discussed. The Associate Dean of Institutional Research, Dr. Jerry Garlock, reported on the results of the Staff Development questionnaires completed at the end of the preceding spring semester. Copies of these summaries were distributed to members of the committee. For the next meeting, division representatives were asked to bring feedback from their division committees regarding what they would like to see happen during this year's staff development period.

The major planned change involved part-time instructors, who were required (as part of the new contract) to participate in a staff development program not to exceed four hours each semester. Their semester stipend included this participation.

The Staff Development Committee met again on November 3, 1977. Division representatives presented division plans for staff development and summarized individual faculty plans that had been turned in to the division committees. Two suggestions for campus-wide activities were discussed: a Cooperative Career Education Workshop and the possibility of having a nationally known figure conduct activities relating to "The New Student." No conclusions regarding either of these suggestions were reached.

Dr. Garlock and Dr. Marc Glucksman, the Faculty Chairman of the Staff Development Committee, reported on the results of the administrative and faculty staff development questionnaires. Each member of the committee was given a copy of the report on Flexible Calendar and Staff Development, 1976-1977 (El Camino College, November 1, 1977).

On November 11, Dr. Glucksman began organization of campus-wide activities for the staff development period. An analysis of summaries evaluating the January, 1977, staff development period resulted in the following changes in the January, 1978, staff development period.

1) A questionnaire would be distributed to all full-time and part-time faculty to assess interest in campus-wide events before these events were scheduled.
2) About half as many campus-wide events would be scheduled as last year. There would be fewer open houses (which had remained opened despite a lack of faculty commitment). Also, a smaller number of individual faculty members would offer campus-wide events because the attendance at such events in 1977 was poorer than was anticipated.
3) On the calendar of campus-wide activities, sessions listed under the same title were described as either repeat sessions or second sessions.
4) Starting and ending times were listed for all scheduled events.
5) A six-session presentation on instructional design was reduced to two two-hour sessions.

A staff development interest questionnaire was distributed to all full-time and part-time faculty members on November 23. Respondents were asked to indicate in which of 21 possible activities they had strong or moderate interest. The questionnaires were returned by December 2 and analyzed by December 6.

On December 7, a meeting was held of the Staff Development Steering Committee, which consisted of three deans and three faculty representatives to the larger Staff Development Committee. Dr. Glucksman presented a Tentative Calendar of Campus-Wide Activities for the staff development period. The committee made several changes and recommended adding three events which had not been included in the interest questionnaire. The committee also recommended

1) that a head-count be taken at each activity rather than compiling a list of attendees, and
2) that the follow-up questionnaire for the 1978 staff development period be distributed to faculty members at the end of the period rather than two months afterwards (as was done the previous year).

The finalized version of the Tentative Calendar was distributed to faculty members on December 14, the last day of the fall semester, so that faculty members could plan ahead for the eight-day period at the end of January.

On January 16, 1978, the final Calendar of Campus-Wide Activities, which included for each activity the time, place, presenter, and a brief annotation, was distributed to all faculty. (See Appendix A.)

The staff development period extended from January 18 to January 27. The student-free period was devoted to campus-wide activities, division and department meetings, small group sessions, and individual projects. Most divisions scheduled meetings on the first day. The last day was left open to allow instructors a final chance to prepare for classes. The Faculty Evaluation Questionnaire - Staff Development was distributed on January 26. A summary of results is provided below.

During the staff development period, the Calendar Committee met to decide between remaining on a flexible (early) calendar schedule or returning to a traditional calendar. The three main issues involved the possibility of scheduling

1) an early semester (beginning in August and ending before Christmas) versus a traditional semester (beginning in mid-September and ending the third week in January),
2) a student-free staff development period, and
3) a semester shortened by replacing instruction with the staff development period.

After weighing the advantages and disadvantages of all choices and noting a significant drop in enrollment might be related to the early start calendar, the Calendar Committee voted to return to the traditional calendar with school commencing in the middle of September.

The Calendar Committee continued to meet during the first two weeks of the 1978 spring semester, which began January 30. It finalized a 1978-79 schedule that did not include a staff development period. It was felt that the time could have been better spent for instruction and that the ten days used for staff development was productive for only a minority of the faculty.

Following below is a summary of results of the Faculty Evaluation Questionnaire - Staff Development. That is followed by a summary of interviews with administrators on the topic of staff development. One of the recommendations of the latter summary was that a committee be formed to investigate the possibility of initiating a faculty grants program as a basis for a future and permanent staff development program. At the time this report was written, such a committee had been authorized by Dr. Sam Schauerman, Vice President-Instruction.

CHAPTER 2

SUMMARY OF RESULTS:

FACULTY EVALUATION QUESTIONNAIRE - STAFF DEVELOPMENT

The Faculty Evaluation Questionnaire on Staff Development was divided into three parts. The first part consisted of a question that was designed to assess an overall attitude towards the staff development period. The question was worded to ascertain whether full-time faculty members individually thought staff development was beneficial but in peer groups expressed opposite opinions. Approximately 750 questionnaires were distributed to full- and part-time certificated personnel. Twenty-three percent of the questionnaires were returned.

Table 1 indicates the results of the first question. Most of the questionnaires were returned from full-time faculty members. About three out of every four respondents thought that the staff development period had been beneficial. It is interesting to note that less than ten percent of the respondents held an opinion different from their colleagues.

Part two of the questionnaire contained open-ended questions allowing the respondent to comment on positive and negative aspects of the program. The questions were asked twice under assumptions that the present early calendar would be continued or that El Camino would return to a traditional calendar. A majority of the responses were the same. Therefore, responses are reported under one question. Two other questions asked for suggestions for features that should be added that are not included in the present program and for suggestions for future staff development activities.

For each question, the responses are grouped by categories. The number of persons making the response is indicated in parentheses.

Question: What features of the present staff development program would you like to see continued?

1. General positive reflections

   a. Present format is acceptable. (9)
   b. All valuable -- even though I couldn't attend as many as I would like. (8)
   c. Variety of activities. (8)
   d. Comment in favor of early calendar. (6)
   e. The program appears to function smoothly as is. (1)
   f. Development between semesters. (1)

2. General negative reflections

   a. None. (12)
   b. Comment against early calendar. (2)

TABLE 1

RESULTS - PART 1

Question: As a member of the _____, the staff development period, on the whole, was _____.

	FULL-TIME FACULTY		PART-TIME FACULTY		
BENEFICIAL	104	beneficial to me and my colleagues with whom I discussed staff development.	14	beneficial to me	129
	9	beneficial to me but not my colleagues with whom I discussed staff development.			
	2	beneficial to me; I cannot answer for my colleagues. (write-in response)			
NOT BENEFICIAL	4	not beneficial to me but worthwhile for my colleagues with whom I discussed staff development.	3	not beneficial to me because the activities in which I participated were not useful.	42
	29	not beneficial to me nor my colleagues with whom I discussed staff development.	5	not beneficial to me because the activities were not scheduled at a time convenient to me.	
			1	didn't get schedule in time. (write-in response)	
TOTAL	148		23		171

3. Utilization of time

   a. Ability to pursue individual projects. (18)
   b. Maintain flexibility and freedom of scheduling. (11)
   c. Maintain leniency of program. (3)
   d. Day or two to visit other campuses. (2)
   e. Extra time to study services available to faculty, i.e., Audiovisual Center, Repro Center. (1)
   f. Splitting of staff development between two semesters. (1)
   g. Time for faculty members to prepare for upcoming classes. (4)
   h. Time to schedule uninterrupted meetings with colleagues. (1)
   i. Time to visit businesses and schools. (2)
   j. Opportunity to get acquainted with other segments of the campus. (1)
   k. Opportunity to participate in other division's activities. (1)
   l. Ability to work in groups. (1)
   m. Opportunities for off-campus visits, field trips, activities. (7)

4. Campus-wide activities in general

   a. Campus-wide activities. (9)
   b. Those that deal with teaching methods and techniques and those that relate to the particular kinds of students who enroll here or live within the district. (3)
   c. Campus-wide activities dealing with campus-wide problems and issues. (2)
   d. Any activity that enhances instruction. (1)
   e. Seminars on common faculty problems -- grading, attendance, etc. (1)
   f. Intensive mini-courses, e.g., a developed minicomputer seminar series. (1)
   g. Demonstrations of new or different programs such as the sessions on data processing and computer programming. (1)
   h. Awareness seminars and skills seminars open to all. (1)
   i. Seminars (two hours) on campus services (AV, computers, Learning Center, etc.). (1)
   j. Seminars (two hours) on self-improvement as teachers (teaching the new student, Instructional Design Seminar, etc.). (1)
   k. Sensitizing teachers to new groups such as senior citizens, returning women, disabled, disadvantaged, minority students. (1)

5. Specific campus-wide activities offered

   a. Minicomputer Seminar. (20)
   b. Bus tour of the district. (13)
   c. CPR Seminar. (9)
   d. Interdisciplinary seminars (e.g., Minicomputer Seminar). (6)
   e. Academic Standards Seminar. (3)
   f. Audiovisual facility tours. (3)
   g. Physical Fitness Seminar. (3)
   h. Athletic instruction. (4)

i. Athletic tournaments -- good for getting acquainted with other faculty (and good contacts for activities). (4)
j. New Student Seminar. (2)
k. Counseling Center Open House. (2)
l. Disabled Students Center Open House. (2)
m. Dietary Analysis by Computer (Seminar). (2)
n. Teaching the Older Adult (Workshop). (2)
o. Preretirement Seminar. (2)
p. Open houses and tours. (3)
q. Instructional Design Seminar. (2)
r. Auditorium Tour. (1)
s. Learning Center Tour. (1)

6. Division/Department Activities

a. Division/Department meetings. (14)
b. Curriculum work with colleagues. (7)
c. Part-timer meetings (including evening programs). (5)
d. Outside experts/speakers per division. (2)
e. Activities stressing problems and practices in my department. (2)
f. Inservice training in department activities. (1)
g. Qualified guest speakers in my discipline. (1)
h. (Departmental) Seminar on How to Write a Book. (1)
i. Division sponsored seminars are interesting. (2)
j. Departmental discussions. (10)

7. Procedures (Planning, Organization, etc.)

a. Questionnaire to determine if there is sufficient interest in an activity. (1)

8. Miscellaneous

a. Speakers from other departments to broaden my scope. (2)
b. Most seminars. (2)
c. Expand the on-campus program. (1)
d. Create a faculty assessment center to test present and future competence. (1)
e. Special workshops. (1)
f. (Seminars on) methods of teaching and new improvements in teaching. (3)
g. Familiarization with other departments and interdepartmental problems. (1)
h. Attend industry workshops related to teaching areas. (1)

Question: What features of the present staff development program do you think should be omitted or changed?

1. General positive or neutral reflections

   a. None. (12)

2. General negative reflections

   a. All of it. (15)
   b. Having to be "on call" in my office to satisfy requirements of "being on campus." (1)
   c. The blank check for $300,000. (1)
   d. Conscientious faculty do what's necessary; the rest goof off or go skiing or such. (1)
   e. Expressed disillusionment/resentment that so many instructors did not attend hardly any of the offerings, or for that matter, even show up. (3)
   f. Wonder about taxpayers' money going for some of the activities. (1)
   g. Comment opposing an optional program. (4)

3. Scheduling

   a. Whole thing -- teaching time would be more beneficial to me and my students. (7)
   b. Length of time should be shortened. (15)
   c. Keep the ten days together. (1)
   d. Divide staff development equally between fall and spring semesters. (10)
   e. Add get-ready time time in the spring. (1)
   f. Include only two days to prepare for the new semester. (1)
   g. Keep the two-day preparation time before each semester. (1)
   h. Allow more individual time (versus group activities). (2)

4. Campus-wide activities in general

   a. Too many campus-wide activities. (2)
   b. Superficial campus-wide activities. (1)
   c. Minimize campus-wide meetings. (1)
   d. Add a communication skills class/seminar taught by Dr. Ferguson. (1)
   e. Organize more meaningful sessions. (1)
   f. Those events lacking in attendance. (1)
   g. Hand-wringing sessions on how bad new students are now. (1)
   h. Those activities of a predominantly recreational or personal improvement orientation. (1)
   i. Add outside speakers on timely topics. (3)
   j. Provide more exposure to other departments. (1)
   k. Provide more contact with faculty in other divisions. (1)

5. Specific campus-wide activities offered

   a. Bus tour of the district. (6)
   b. Open houses and tours. (4)
   c. Athletic tournaments. (11)
   d. P.E. demonstrations. (1)
   e. Athletic instruction. (7)
   f. No union or preretirement sessions. (1)
   g. Organized Labor and the College Teacher (Seminar). (1)
   h. Minicomputer Seminar. (1)

6. Procedures (Planning, Organization, etc.)

   a. Offer some of the popular day programs in the evening. (1)
   b. Better planning on campus-wide activities. Last minute changes are confusing. (1)
   c. Distribute the campus-wide schedule one month earlier. (4)
   d. Inform part-time instructors early. (1)
   e. Determine the schedule of intra-division meetings early so everyone is informed of them. (1)

7. Division/Department activities

   a. Omit mandatory attendance at division meetings which conflict with approved individual projects. (2)
   b. Add a seminar for part-timers on how things (grading, lesson plans, etc.) are done here. (1)
   c. Each department should have a staff development committee. (1)
   d. More department meetings. (2)
   e. Fewer "department business" meetings allowing more time to attend interesting scheduled activities in other areas on campus. (1)
   f. Add a department or division meeting to discuss the growth of the department or division. (1)

8. Miscellaneous

   a. Pay seminar organizers. (1)
   b. Require CPR for all faculty. (1)

Question: Do you have any suggestions for future staff development activities (individual, departmental, divisional, or campus-wide)?

1. Negative reflections

   a. Use time for classroom instruction. (4)
   b. Discontinue. (1)
   c. Return to old calendar. (1)

2. Paying participants

   a. Pay! (1)
   b. No work, no pay. Eliminate "goof-off" week. (1)
   c. Pay attendees on the basis of hours attended. (1)

3. Articulation

   a. Articulation with state colleges. (1)
   b. Visits to local high schools. (1)

4. Field trips

   a. Field trips for groups to places where individuals are not allowed. (1)
   b. Departmental field trips. (1)

5. Including students

   a. Include students. (1)
   b. Alert students and provide a day or more to have a program to assist the student -- counseling, job preparation, career selection, etc. (1)

6. Outside stimulators

   a. Provide outside stimulators (department and campus-wide). (3)
   b. More seminar speakers on interesting educational topics (Margaret Mead, Linus Pauling, etc.). (1)
   c. Invite industry to particpate, e.g., Texas Instruments seminar on BIFETS would benefit electronics.

7. Suggested campus-wide activities

   a. More women's programs. (1)
   b. Question and answer period involving faculty, administration, and Board in an informal, non-adversary setting. (2)
   c. Programs stressing the arts, humanities, history, general science. (1)
   d. Seminar/discussion of the changing ethnic pattern of students and the implication for teachers and classroom instruction. (1)
   e. Self-defense Basics Seminar. (1)
   f. Lectures by professors on what is new in their field with respect to subject matter and teaching techniques. (2)
   g. Verbal presentations and opportunity for questions and discussion regarding changes in curriculum, students, mandated programs, and district strategies that are being implemented to deal with these changes. (1)

h. "Interrelationships in the Arts" -- A comparative study of art, music, drama, dance, etc. in various periods. One semester a math teacher did an excellent show on math and modern art. (1)
i. Meeting on recent developments such as ERIC or microcomputers. (1)
j. Emphasis on working with older students, disadvantaged students, and minority students. (1)
k. Seminar for future authors of textbooks. (2)
l. Some faculty "assemblies" at which a number of people could explain what the hell they do -- counselors, disabled students director, security officer, GIVE, etc. (1)
m. Short presentations by all segments of the college (academic and service) with respect to what they do. (1)
n. Tour of whole college. (1)
o. Seminars at the university or conducted by the university at El Camino. (1)

8. Utilization of Time

a. Mandatory participation. (4)
b. Scatter the time for staff development. Break up into smaller segments. (1)
c. Recommend mandatory attendance at growth and enrichment meetings at least for one day each semester. (1)
d. Scheduled time for class preparations and for developing new classes. (1)
e. Distribute campus-wide schedule much earlier to individual proposals can take it into account. (1)
f. Continue staff development but let each person do his own thing. We have a very responsible faculty. (1)
g. More time to work on course presentations. (1)
h. Mandatory preparation of proposals for time utilization by faculty and a report indicating in detail what was accomplished. (1)
i. More accountability of instructor time. (2)

9. Division/Department activities

a. More dean involvement. (4)
b. More time for departmental projects. (1)
c. Fewer department meetings. (1)
d. More department meetings. (5)
e. Short overview sessions so that I can gain insight about what my associates present in the classroom. (1)
f. Group discussions of teaching philosophies and student achievement. (1)
g. Review of instructional materials, new texts, etc. (1)
h. Limit work spent outside the department (department-related activities or department subject matter) to two days. (1)
i. Seminar on the origin and nature of mass production for instructors in the various industrial disciplines. (1)

10. Individual Development

    a. More emphasis on individual development. (2)
    b. More stress on working on individual teaching improvement projects and less on meetings. (1)

11. Miscellaneous

    a. More evaluation of programs and personal effectiveness. (1)
    b. More stress on open discussion meetings to share rather than just hear an authority. (1)
    c. Greater industry-faculty opportunities for observation. (1)
    d. Define activities carefully:
        i. The "workshop" I attended was actually a lecture.
        ii. Identify sponsoring corporation or agency. Avoid promotional talks. (1)

Question: Suppose El Camino returns to a traditional calendar without a schoolwide staff development period. Also suppose that an optional staff development program is instituted for willing participants. What features should be added that are not included in the present program?

1. Scheduling and participation

    a. Comment in favor of early calendar. (4)
    b. Do not make it mandatory. (1)
    c. Beware of an optional plan not gaining participants. (1)
    d. Structure approval like study sabbaticals. (1)
    e. None without full compensation. (1)
    f. Include recognition for participation outside of El Camino in workshops, seminars, etc. which would be more meaningful for individual growth. (1)

2. Department meetings and division activities

    a. More departmental meetings. (1)
    b. Departmental discussion groups and sharing sessions. (3)
    c. Fewer Behavioral Science Division meetings. (1)
    d. Fewer Humanities department business meetings. (1)
    e. Outer experts/speakers per division. (2)
    f. Each department should have a special session on "current happenings" or "innovations" in the discipline. (1)
    g. Revision, updating of course outlines. (1)
    h. Some type of inservice training with professional directors in specialized areas. (2)

3. Campus-wide activities

   a. More interdisciplinary seminars, lectures, and programs (e.g., exchanges). (6)
   b. Lectures by any distinguished faculty members designed for the general faculty. (1)
   c. Group field trips (e.g., to Apparel Mart) to places which exclude individuals. (2)
   d. Trips to companies in the community hiring our graduates. (1)
   e. More on how to effectively teach college materials to poor readers and writers. (1)
   f. Social activities for faculty members. (1)
   g. Programs stressing the arts, humanities, history, general science. (1)

4. Miscellaneous

   a. Legislative update. (1)

Part three of the questionnaire consisted of one question asking respondents to check appropriate blanks if they attended one or more of the campus-wide activities.

Table 2 contains the summary of responses to this last question, which was designed to assess the usefulness of campus-wide activities. Numbers in parentheses represent percentages of the total number of responses in each row. It was evident from the returned questionnaires that a few people checked interest/value responses even though they had not attended the activity. However, the totals approximate fairly well the attendance at the activity.

Table 3 shows the total number of people attending each activity. This total represents the sum of responses for each row in Table 2 rather than actual attendance figures (which were not all obtainable). Also included is the number of persons who had originally expressed strong or moderate interest in the activity when an interest assessment questionnaire was distributed to the faculty two months before the staff development period.

TABLE 2

RESULTS - PART 3 *

Event	Little or No Interest or Value 1	2	3	4	Highest Interest or Value 5
1. Minicomputer Seminar (first session)	7 (10)	2 (3)	11 (16)	18 (26)	32 (46)
2. Minicomputer Seminar (second session)	6 (10)	3 (5)	5 (8)	14 (23)	32 (53)
3. Dietary Analysis by Computer	3 (10)	4 (14)	4 (14)	13 (45)	5 (17)
4. Instructional Design Seminar (first session)	4 (22)	2 (11)	4 (22)	4 (22)	4 (22)
5. Instructional Design Seminar (second session)	5 (19)	3 (12)	5 (19)	7 (27)	6 (23)
6. "Teaching the Older Adult" - Workshop	1 (5)	3 (14)	5 (24)	9 (43)	3 (14)
7. Pre-Retirement Orientation	3 (11)	4 (15)	5 (19)	10 (37)	5 (19)
8. "Agreement" Workshop	3 (15)	3 (15)	6 (30)	6 (30)	2 (10)
9. Organized Labor and the College Teacher	2 (10)	1 (5)	10 (48)	5 (24)	3 (14)
10. New Students, New Challenges	2 (7)	0 (0)	8 (26)	13 (42)	8 (26)
11. Academic Standards Seminar	3 (7)	6 (13)	14 (30)	13 (28)	10 (22)
12. Counseling Center Open House	3 (13)	2 (8)	7 (29)	8 (33)	4 (17)
13. "A Look at Peer Counseling"	3 (20)	2 (13)	3 (20)	4 (27)	3 (20)
14. Panel on Sexual Assault	2 (14)	2 (14)	0 (0)	8 (57)	2 (14)
15. Audiovisual Open House	3 (8)	3 (8)	13 (35)	13 (35)	5 (14)
16. Guided Tour -- Campus Theater and Auditorium	4 (40)	0 (0)	2 (20)	1 (10)	3 (30)
17. CPR Seminar	4 (12)	1 (3)	3 (9)	6 (18)	20 (59)
18. Physical Fitness Seminar	3 (13)	1 (4)	1 (4)	12 (50)	7 (29)
19. Tennis Instruction	3 (19)	2 (13)	0 (0)	8 (50)	3 (19)
20. Tennis Tournament	3 (27)	1 (9)	1 (9)	3 (27)	3 (27)
21. Racquetball Instruction	3 (30)	1 (10)	2 (20)	1 (10)	3 (30)
22. Racquetball Tournament	3 (38)	1 (13)	0 (0)	2 (25)	2 (25)
23. Bus Tour of the District	6 (17)	2 (6)	5 (14)	9 (25)	14 (39)

*Numbers in parentheses are percentages.

TABLE 3

ATTENDANCE AT CAMPUS-WIDE ACTIVITIES VS. ORIGINAL INTEREST SHOWN

Campus-Wide Activity	Total Number of Persons Attending Activities in January	Number of Persons Indicating Interest in the Activity in November
1. Minicomputer Seminar (first session)	70	99
2. Minicomputer Seminar (second session)	60	87
3. Dietary Analysis by Computer	29	70
4. Instructional Design Seminar (first session)	18	43
5. Instructional Design Seminar (second session)	26	-
6. "Teaching the Older Adult" - Workshop	21	63
7. Pre-Retirement Orientation	27	55
8. "Agreement" Workshop	20	85
9. Organized Labor and the College Teacher	21	46
10. New Students, New Challenges	31	74
11. Academic Standards Seminar	46	79
12. Counseling Center Open House	24	-
13. "A Look at Peer Counseling"	15	-
14. Panel on Sexual Assault	14	-
15. Audiovisual Open House	37	53
16. Guided Tour -- Campus Theater and Auditorium	10	-
17. CPR Seminar	34	77
18. Physical Fitness Seminar	24	82
19. Tennis Instruction	16	30
20. Tennis Tournament	11	28
21. Racquetball Instruction	10	24
22. Racquetball Tournament	8	25
23. Bus Tour of the District	36	71

CHAPTER 3

ADMINISTRATOR STAFF DEVELOPMENT SURVEY

At the end of the January, 1978, staff development period, a faculty evaluation questionnaire was used to collect opinions on staff development in general, opinions about a specific period set aside for staff development, and suggestions for improving staff development. In February, interviews were conducted with selected administrators to assess staff development for faculty from a management point of view.

The following administrators were interviewed (names are not included to preserve confidentiality): Vice President-Student Personnel, Associate Dean - Instruction (Extended Day), and deans of the following divisions -- Behavioral Sciences and Foreign Languages, Business Education, Counseling, Fine Arts, Humanities, Industry and Technology, Instructional Resources, Mathematics and Computer Sciences, Natural Sciences, Physical Education and Athletics, Physical Sciences, and Social Sciences.

Comments recorded during the interviews are listed below. They are followed by a summary of the comments and recommendations.

Comments

A. Miscellaneous Comments

1. There is a staff development committee in counseling and they continually bring in people. Counseling could provide resources for other divisions.

2. I foresee a decentralized staff development program. Programs should not be imposed but should have faculty support.

3. Part-time staff needs the greatest amount of development and this should be a great concern of staff development.

4. We shouldn't discard staff development. But we could get a lot more for our dollar in some way other than a staff development period and in some way that doesn't necessarily involve the whole staff. Total immersion is difficult to execute and evaluate. Individual ideas for development should have the privilege of being presented.

B. What changes in staff development would you suggest in terms of the traditional calendar to which we are returning?

1. Careful planning.

2. Continued use of outside experts.

3. Bring new things to the faculty's attention.

4. Eliminate time for complaining.

5. I am not interested in going around making sure people are there.

6. Good teachers will do their own staff development.

7. Staff development should be optional for those who want it.

8. Each faculty member should take the responsibility for a staff development plan to be conducted throughout the year.

9. Provide time for staff development activities for faculty.

10. Budget $X for competitive proposals.

11. Institute a summer fellowship program.

12. Budget $X for released time without substitutes. This may be necessary to complete projects.

13. Pay for released time. Projects are better completed when teaching time does not encroach on project time.

14. Pay substitutes to take over classes for individuals. Staff development should occur at a time separate from when you're teaching.

15. Have no inservice institutes with people earning points. We want active minds, not present bodies.

16. I would be an advocate of the two-day start-up period. This was the most profitable part of staff development. One could sense the hustle and bustle.

17. All divisions should continue holding meetings in normal day schedules and routines -- at no extra cost to the district.

18. Division (and department) curriculum meetings should be held to upgrade, standardize, and provide continuity in subject areas.

19. More divisional meetings are needed on how to teach "new" subject areas, e.g., in physical education, backpacking, defense tactics, and leisure activities like scuba diving.

20. Continue orientations for part-timers.

21. Continue coordination between full- and part-time instructors.

22. Coordinate activities between the minicomputer personnel and other departments (in our division).

23. Concentrate on division programs. The most meaningful parts of staff development were designed within the divisions.

24. Staff development should not replace teaching days.

C. Would you characterize your leadership role in directing departmental and divisional activities during the past staff development period as strong, moderate, or weak (where "weak" would indicate other priorities such as registration and also a belief in faculty autonomy)?

1. Strong (3)

   a. Staff development is something I have to do. I am using the approach that classified and certificated people are one group. It is my job to get them together and get them thinking. I am acting as a catalyst.

   b. I was stronger the first year when I did everything. The second year a faculty member did more with the proposals.

2. Moderate (6)

   a. I led the division meeting and attended several campus-wide activities.

   b. I tried to work with faculty requesting help, e.g., scheduling of department and division events, honorariums.

   c. I did not attempt to influence selection of activities. With respect to being directive, I was weak. However, encouragement and support were given.

   d. Because of division and department meetings, I would rate myself moderate. Much time was spent in the Division Load Committee meetings.

   e. I tended to leave people alone. The only things I did were to organize division and department meetings and bring in two speakers.

3. Weak (1)

   a. I would classify myself "weak" only because I received no directions for holding faculty members responsible.

D. Would you want to develop a questionnaire or some other tool to assess faculty needs and concerns in your division regarding staff development next year?

   1. No (5)

      a. I might under some circumstances, e.g., establishing some parameters first.

      b. I would form a responsible committee.

      c. I know pretty much what the needs are.

      d. Most staff development activities were concentrated on curriculum development.

   2. Yes (3)

      a. It would be good to have a questionnaire committing people to what they want or need, e.g., more division and department activities.

      b. A tool could be more objective.

      c. I would prefer a meeting or a questionnaire (which is good because you can get commitments in writing).

E. Are there any projects in your division which you feel might be improved if assistance were available from a person knowledgeable in the area of instructional development (design of instruction, evaluation, use of media, etc.)?

   1. Part-timers need help with instructional techniques. Just released time is needed for projects, e.g., developing a word processing curriculum.

   2. We need assistance in developing individualized approaches in history, economics, administration of justice, and political science. We need assistance from readers in order to justify more writing opportunities for students. An AV professional consultant would be useful to make us aware of what to use, where to get it, and how to use it better. We need AV cataloging and filing of equipment and hardware. There is a proposal in economics for computer-assisted instruction to buy $10,000 worth of equipment. We would need programming assistance.

3. We could use help with individualized instruction (beyond the Learning Assistance Center) for Basic English (English R) and Composition (English A). We would like someone who could explain how interdisciplinary courses work beyond just two courses running together. English 1A and History are overlapping rather than being combined since students may not necessarily be taking both. And presently, the English and Philosophy departments are team-teaching Philosophy of Existentialism.

4. We might use some assistance with Chemistry 21AB for nursing and allied health. One instructor is interested in using media and PSI.

5. We could use an instructional designer to participate in projects.

6. All programs.

7. No. But we budgeted $5100 for a separate microcomputer unit and we assume someone with programming experience will be available to assist.

8. Most programs don't need outside assistance.

9. No. (2)

F. Are there any items which you can foresee wanting to include in an Instruction Department staff development budget for next year that you have not already included in your own budget?

1. None. We haven't used staff development money in the past.

2. I would like a sum put in so people can write in proposals against it. Enough should be budgeted so ideas can be funded when they come up.

3. None. I would suggest continuing the Academic Standards Seminar.

4. $100 for a speaker.

5. None.

6. $500 in staff development money available for travel for investigation, materials, field trips, etc., would be ample although this year we used only $200.

7. $500 maximum for a Cultural Workshop on Understanding Minorities on how to deal with minorities would be well worth it. Pay for faculty time off and lunch.

8. $225 for speakers (3x $75) and an unknown quantity for keypunchers.

9. $100 for a speaker.

10. $200 for speakers.

G. Do you agree or disagree with the concept of a faculty grants program where faculty can compete for funds and/or released time to complete instructional projects?

NOTE: Nobody disagreed. Several deans were not sure it would be used by instructors in their divisions. One dean thought that the faculty should be involved in whatever campus programs are approved and that some faculty members would welcome the opportunity to participate.

1. I would like to see a formal, proposal-based developmental program.
2. I am very much in favor of the program and spending money where interest is located.
3. It is fine for a schoolwide program that doesn't need to be run on a division basis.
4. A very good idea. It is an excellent way to motivate and recognize individuals with good ideas.
5. There should be incentives for people to participate: time and/or money. Counselors could benefit from such a program.
6. I am all in favor of it. There should be a certain amount of money set aside for professional development activities above and beyond travel/conference. In the math department, funds could be used for visitations to other colleges. Released time is good only if school is not in session. The job needs full attention.
7. It is worth considering.
8. It's fine for the teacher who's interested.
9. I like the concept. It's a good stimulant for people to go beyond normal procedures.
10. There needs to be some kind of incentive program to get people involved.
11. It is a good incentive to be innovative. The faculty grants program is a great idea for released time, etc. It is necessary to provide time for a quality project.

H. Do you agree or disagree with the idea of providing a faculty member released time (say 20%) to act as a development facilitator -- that is, one person who would act above and beyond a grant-awarding committee and who would be responsible for the quality of proposals, the quality of projects (through stages of definition, development, and evaluation), and administrative management of the program?

NOTE: Nobody disagreed.

1. Somebody should be given released time to work with a developmental program. Someone should be responsible for projecting a budget for such a program. But the administration can't bring on a development person without faculty support and ownership.

2. I could handle it but may not do an excellent job. I would recommend released time for a faculty member as long as the program has continuity and a development facilitator is not rotated but is interested enough to maintain a program and strong enough to say no to poor proposals. The program will have more respect if it is run by the faculty.

3. A small committee, e.g., two faculty members and one administrator, should administer the program. Twenty percent released time for someone to head the program is alright if there is enough of a workload.

4. An instructional design resource person should be available to provide assistance for projects.

5. I would approve of released time for a faculty developer if the Instruction Office does not want to pick up the responsibility. The person providing leadership should be a faculty member.

6. I could. Sabbatical leave requests have been very vague in terms of value to the district. If we could improve the quality of proposals, then an individual with released time is justified. This individual could be responsible for the quality of both sabbatical leave proposals and grant proposals.

7. The program would be better managed by a competent individual than by committee. I prefer a faculty member or someone in the Instruction Office.

8. Someone should be given released time to handle the diverse interests and activities. Sounds like a good idea.

9. It depends on how broadly the program is which will determine whether a professional is brought on to run the program. That involves an expenditure. A faculty member with released time is possible. We'd have to look at the management people we have. Start small with

people you have; start on a small scale. If we're going to make progress, it will have to involve centralized guidance. Exceptional kinds of staff development need central direction -- where it cuts across divisions.

10. Released time is necessary because no one would volunteer for the type of job it takes to run the program.

I. Do you have any suggestions on how a faculty grants program might be administered?

1. I would prefer to separate grants and released time.

2. The grants approval committee should be structured similar to the Sabbatical Leave Committee. No instructional deans should be used. They wouldn't want to. And besides, they are probably the most overworked group on campus.
The committee should set policy and standards and judge proposals (numbered, no names) once or twice a year. Proposals should include <u>all</u> requests for released time.

3. A committee to approve proposals should be set up like the Sabbatical Leave Committee.

4. First, both monetary grants and released time should be under the same wing. Second, there should be a committee to make decisions and one person with expertise to execute. The individual should be able to work with faculty in a nonthreatening way.

5. I have several suggestions. i) Keep projects small and manageable. ii) State where the project will end up. iii) The Sabbatical Leave Committee should serve as a model for a selection group. iv) Pay on a milestone basis based on measurable objectives. v) Have the instructor guarantee a product. vi) Start with summer, then expand to the regular semester. We don't have enough employment for summer. The first priority should be to fill the summer session.

6. i) The committee should be structured like the Sabbatical Leave Committee. ii) Released time and grants should be handled by one committee. iii) The Coordinator of Research might be the logical person to do it. The Associate Dean of Instruction's areas of responsibility are night instruction, part-timers, catalogs, and schedules. iv) One tricky issue is the cost of materials that might be published. This cost should be repaid to the district.

7. The nature of the grant should be based in part on where the work is done.

8. A committee would be better (than one individual) for judging applicants.

9. Released time and grants for instructional projects should be administered by the same program.

Summary

From a management point of view, faculty staff development was divided into two broad areas: individual projects and activities (including attendance at campus-wide activities) and group activities under administrative leadership and treating curriculum matters, divisional/departmental problems, and discussions concerning future directions. Instructional deans generally maintained a hands-off attitude with respect to individual programs and confined their roles during the staff development period to providing leadership in group situations. They recognized a need for planned divisional and departmental devlopment activities.

Instructional deans were asked to rate their involvement in staff development. The strength of the ratings were generally based on involvement in group activities.

Budget requests for future staff development activities usually were group-based, the most common request being for speakers.

Individual staff development is "expected" of each faculty member but not everyone is interested in a program of self-improvement. Beyond verbally encouraging individual growth, the deans suggest that formal, incentive-based programs might provoke quality projects above and beyond normal classroom responsibilities.

A staff development assessment tool can be used to objectively commit people in writing to development plans. But most deans do not feel it is necessary to conduct formal staff development assessment activities via questionnaires or interviews. They feel that they know what their staff needs and wants.

Administrators were queried on the need and possibility for two programs designed to promote instructional development: the use of an instructional development specialist and a faculty grants program whereby faculty members could compete for monetary grants and released time. Several deans noted areas of instruction that could be improved by assistance from an instructional development specialist. The faculty grants program elicited many favorable comments regarding its merits and the administration of such a program.

Recommendations

1) Management by objectives has become as much a part of educational jargon as "systems approach" and "accountability." But the emphasis on developing written, measurable guidelines for management to follow should be applied to faculty development. Using the above results of administrator interviews and the ideas listed in the Summary of Results: Faculty Evaluation Questionnaire on Staff Development, top-level management should develop faculty staff development guidelines to be implemented by management personnel.

2) A faculty grants program should be initiated at El Camino College. A committee of interested persons should be formed to draft a philosophy for providing grants and released time for instructional projects, guidelines for selection of applicants, application forms, and procedures for evaluating projects.

3) Released time should be provided for a faculty member to manage the grants program.

APPENDIX A

Schedule of Staff Development Campus-Wide Activities

EL CAMINO COLLEGE

Staff Development Campus-Wide Activities

Wednesday 1/18	Thursday 1/19	Friday 1/20	Monday 1/23
Division Meetings (9-12) Tennis Instruction (1-2; Tennis Courts) Tennis Tournament (2-__; Tennis Courts) Audiovisual Open House (2-8; CC 205)	Pre-Retirement Orientation (9-12; ART 103) Minicomputer Seminar (9:30-12; MCS 100A) Racquetball Instruction (1-2; RB Courts) Racquetball Tournament (2-__; RB Courts) Instructional Design Seminar (2:30-4:30; MCS 210) Pre-Retirement Orientation (repeat) (1:30-4:30; ART 103)	New Students, New Challenges (9-10; LAC) Dietary Analysis by Computer (10:30-11:30; MCS 100A) Tennis Instruction (1-2; Tennis Courts) "Agreement" Workshop (1:30-3:30; ART 103)	"Teaching the Older Adult" - Workshop (9-12; ART 103) Minicomputer Seminar (second session) (9:30-12; MCS 100A) CPR (10-12; SC 218) Racquetball Instruction (1-2; RB Courts) Organized Labor and the College Teacher (2:30-3:30; ART 103)
Tuesday 1/24	**Wednesday 1/25**	**Thursday 1/26**	**Friday 1/27**
Counseling Center Open House (10-12; Career Center in the Counseling Center) Physical Fitness Seminar (10:30-12; PE 26) Instructional Design Seminar (second session) (2:30-4:30; MCS 210) Pre-Retirement Orientation (repeat) (6:30-9:30; ART 103)	Panel on Sexual Assault (9-10:30; ART 103) CPR (repeat) (10-12; SC 218) Physical Fitness Seminar (repeat) (1-2:30; PE 26) Academic Standards Seminar (1:30-3:30; MCS 100A)	Bus Tour of the District (9-1; Ad Bldg Flagpole) "A Look at Peer Counseling" (9:30-11; SC 202) CPR (repeat) (1:30-3:30; SC 218) Guided Tour -- Campus Theater and Auditorium (1:30-3:30; Campus Theater Foyer) "Teaching the Older Adult" - Workshop (repeat) (6:30-9:30; ART 103)	Evaluation of Staff Development Program Preparation for Beginning of Spring Semester No campus-wide activities scheduled

EL CAMINO COLLEGE
Office of the Vice President-Instruction

STAFF DEVELOPMENT CAMPUS-WIDE ACTIVITIES
January, 1978

WEDNESDAY, January 18

9:00 a.m. - 12:00 noon — DIVISION MEETINGS (As Scheduled)

1:00 p.m. - 2:00 p.m. (Tennis Courts) — TENNIS INSTRUCTION — Doreen Pesusich

2:00 p.m. - (Tennis Courts) — TENNIS TOURNAMENT — Doreen Pesusich

The tournament will probably be a round-robin tournament with women's and men's divisions. It will begin following a brief explanation of the rules on the first scheduled day. Participants will be asked to schedule remaining games at their own convenience. The round-robin brackets will accommodate persons who have schedule conflicts on the first day of the tournament.

2:00 p.m. - 8:00 p.m. (CC 205) — AUDIOVISUAL OPEN HOUSE — Dwayne Hayden

AV equipment will be placed around the room so you can come in and browse and ask questions. Private sessions will be scheduled with you (Call Dwayne at Ext. 642) to show you how to use audiovisual equipment and overcome simple problems. In both sessions, practical experience with the video-recorder and camera will be possible.

THURSDAY, January 19

9:00 a.m. - 12:00 noon (ART 103) — PRE-RETIREMENT ORIENTATION — Lee Swanson

Retirement is a valuable opportunity for everyone. To take advantage of this opportunity, this orientation will be an eye-opener of available options to help plan for a successful retirement. An overview of the elements of pre-retirement planning will include the following topics: myths and realities of aging, services, housing, time management, employment, changing roles, health and fitness, nutrition, consumerism, and legal and financial aspects (pensions, Social Security, etc.).

THURSDAY, January 19 (contd.)

9:30 a.m. - 12:00 noon (MCS 100A) — MINICOMPUTER SEMINAR — Data Processing Staff

First session: This session is primarily for faculty who have no knowledge at all of computers. A simple program will be written in the session and run on our new minicomputer. Terminology will be explained and a discussion of how the computer can be used in your academic area will follow. A half-hour session allowing access to a terminal will be scheduled at the participant's convenience.
Second session: (listed under Monday, January 23)

1:00 p.m. - 2:00 p.m. (RB Courts) — RACQUETBALL INSTRUCTION — Ray Southstone

2:00 p.m. - (RB Courts) — RACQUETBALL TOURNAMENT — Ray Southstone

2:30 p.m. - 4:30 p.m. (MCS 210) — INSTRUCTIONAL DESIGN SEMINAR — Marc Glucksman

The four-hour (2 hours, 2 days) seminar concentrates on specific design elements you can use to improve instruction.
First session: Highlighted areas include the use and writing of instructional onjectives followed by a discussion of seven factors facilitating learning which are controlled by the instructor. As a participant, you will be asked to complete an assignment that is coordinated with other developmental projects you may be planning for staff development.
Second session: (listed under Tuesday, January 24)

1:30 p.m. - 4:30 p.m. (ART 103) — PRE-RETIREMENT ORIENTATION — Lee Swanson

(Repeat performance; see annotation on page 1)

FRIDAY, January 20

9:00 a.m. - 10:00 a.m. (LAC) — NEW STUDENTS, NEW CHALLENGES — Sally Brown

This is a practical "hands-on" session to learn and share teaching techniques and strategies that will help the new student survive academically. There are ways to work with and retain the new student without our standards plunging.

FRIDAY, January 20 (Contd.)

10:30 a.m. - 11:30 a.m. (MCS 100A) — DIETARY ANALYSIS BY COMPUTER — Nancy Hufstetler & Stan Niemczycki

Have you ever wondered how much energy you spend in your daily activities or what nutrients are in the foods you consume? Come see a demonstration on our minicomputer -- a program developed for the students in nutrition but of interest to physical education, physiology, etc. Following the presentation, there will be an opportunity to use the minicomputer to analyze your diet.

1:00 p.m. - 2:00 p.m. (Tennis Courts) — TENNIS INSTRUCTION — Doreen Pesusich

(Repeat performance)

1:30 p.m. - 3:30 p.m. (ART 103) — "AGREEMENT" WORKSHOP — Jim Ivens, Steve Muck, Will Scoggins

Members of the negotiating team and Grievance Committee will be present to answer questions you have concerning how the present contract affects you. If you perceive a need for changes, additions or deletions in the present contract, this workshop will provide you a forum. Also, participants will explain how to use or not misuse the grievance procedure.

MONDAY, January 23

9:00 a.m. - 12:00 noon (ART 103) — "TEACHING THE OLDER ADULT" - WORKSHOP — Dean Leroy Hixon

Gear yourself toward being effective in teaching the rapidly increasing elder student population. This workshop will include information, demonstration, and participation in understanding the teaching of older adults. (Dean Leroy Hixon is the Director of Institute of Lifetime Learning, American Association of Retired Persons.)

9:30 a.m. - 12:00 noon (MCS 100A) — MINICOMPUTER SEMINAR — Data Processing Staff

First session: (listed under Thursday, January 19)
Second session: The use of the computer will be explored in greater depth. The session also will be of use for those faculty with some prior knowledge of computers. Several programs will be written during the session using the BASIC programming language. You may attend this second session without attending the first if you are familiar with computers. A half-hour session allowing access to a terminal will be scheduled at the participant's convenience.

STAFF DEVELOPMENT CAMPUS-WIDE ACTIVITIES

MONDAY, January 23 (Contd.)

10:00 a.m. - 12:00 noon (SC 218) — CPR - CARDIOPULMONARY RESUSCITATION SEMINAR — Chuck Freeman & Don Jurk

A film, "Pulse of Life," will precede practical instruction in cardiopulmonary resuscitation. Participants will be exposed to the techniques of mouth-to-mouth breathing and closed chest massage. Several laboratory stations with mannequins will enable participants to practice and master the two techniques. Each session must be limited to 30 persons. Call the Physical Education Division Office (Carol, Ext. 523) to reserve a spot.

1:00 p.m. - 2:00 p.m. (RB Courts) — RACQUETBALL INSTRUCTION — Ray Southstone

(Repeat performance)

2:30 p.m. - 3:30 p.m. (ART 103) — ORGANIZED LABOR AND THE COLLEGE TEACHER — Ed Bryan

A look at historic ties between organized labor and higher education. (Ed Bryan is a Professor of Sociology at CSUDH and is also the Coordinator of Labor Studies.)

TUESDAY, January 24

10:00 a.m. - 12:00 noon (Career Center in the Counseling Center) — COUNSELING CENTER OPEN HOUSE/PRESENTATION

A tour of the facilities will be followed by a presentation on special programs (Career Center, GIVE, human development classes). The presentation concludes with an open discussion on ways Counseling can better serve faculty and students.

10:30 a.m. - 12:00 noon (PE 26) — PHYSICAL FITNESS SEMINAR — Dave Shannon

A physical fitness overview will cover such areas as positive life-style changes in exercise, weight loss, and nutrition. A starting exercise program including intensity, frequency, and duration will be outlined.

2:30 p.m. - 4:30 p.m. (MCS 210) — INSTRUCTIONAL DESIGN SEMINAR — Marc Glucksman

First session: (Listed under Thursday, January 19)
Second session: This session will concentrate on design techniques based on differences between high and low ability students.

6:30 p.m. - 9:30 p.m. (ART 103) — PRE-RETIREMENT ORIENTATION — Lee Swanson

(Repeat performance; see annotation on page 1)

WEDNESDAY, January 25

9:00 a.m. - 10:30 a.m. (ART 103) — PANEL ON SEXUAL ASSAULT — Loretta Herzberg

The problem of sexual assault is epidemic in today's society. Occasionally at El Camino there is a rape or attempted rape and from time to time a student who has been sexually assaulted as a child or adult will share this information during class discussion. The purpose of this rape education panel is to prepare faculty to be of assistance to students in these circumstances if called upon. The program will cover the following concerns: legal procedures, medical procedures, rape crisis intervention, the emotional consequences of rape, and the effects of sexual molestation of children. The format will be a three-person panel consisting of Don Morris (Director of Campus Police), Virginia Elliot (a member of the Behavioral Sciences Division faculty), and Loretta Herzberg (Student Services Specialist, Office of Student Affairs).

10:00 a.m. - 12:00 noon (SC 218) — CPR - CARDIOPULMONARY RESUSCITATION SEMINAR — Chuck Freeman & Don Jurk

(Repeat performance; see annotation on page 4)
Each session must be limited to 30 persons. Call the Physical Education Division Office (Carol, Ext. 523) to reserve a spot.

1:00 p.m. - 2:30 p.m. (PE 26) — PHYSICAL FITNESS SEMINAR — Dave Shannon

(Repeat performance; see annotation on page 4)

1:30 p.m. - 3:30 p.m. (MCS 100A) — ACADEMIC STANDARDS SEMINAR — Les Scharlin

This seminar will be a follow-up to last year's Academic Senate's Standards Seminars. Final recommendations presented to the Senate will be discussed.

THURSDAY, January 26

9:00 a.m. - 1:00 p.m. (Ad Bldg Flagpole) — BUS TOUR OF THE DISTRICT — Bud Grantham

A four-hour tour (including a stop for lunch) will provide you an interesting and informative overview of the district highlighting the various communities, industrial and commercial areas, and racial, ethnic, and economic groups served by the college. The tour will start at the flagpole in front of the Administration Building at 9:00 a.m. The tour will be a repeat of the 1977 tour for those that missed it. Please call the Instruction Office (Pam or Phyllis, Ext. 454-455) to reserve a seat.

THURSDAY, January 26 (contd.)

9:30 a.m. - 11:00 a.m. (SC 202) — "A LOOK AT PEER COUNSELING"

An Office of Special Services panel will take "A Look at Peer Counseling," emphasizing how instructors may effectively use the program. Topics to be considered include peer counselor selection, training, and involvement in enhancing student achievement in classes.

Chuck Freeman & Don Jurk

1:30 p.m. - 3:30 p.m. (SC 218) — CPR - CARDIOPULMONARY RESUSCITATION SEMINAR

(Repeat performance; see annotation on page 4) Each session must be limited to 30 persons. Call the Physical Education Division Office (Carol, Ext. 523) to reserve a spot.

1:30 p.m. - 3:30 p.m. (Campus Theater Foyer) — GUIDED TOUR - CAMPUS THEATER AND AUDITORIUM — Joe Bonanno

A short orientation about each facility will be followed by a complete tour of backstage and other areas.

6:30 p.m. - 9:30 p.m. (ART 103) — "TEACHING THE OLDER ADULT" - WORKSHOP — Dean Leroy Hixon

(Repeat performance; see annotation on page 3)

FRIDAY, January 27

No campus-wide activities scheduled.

UNIVERSITY OF CALIF.
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CLEARINGHOUSE FOR
JUNIOR COLLEGES